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ABSTRACT

A collection of 33 reading items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, developed by the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for testing competencies required for high school graduation. The items are arranged according to content areas: (1) graphic materials; (2) following written directions; (3) reference materials; (4) gleaning significant facts from passages; (5) main ideas and organization; (6) drawing inferences; and (7) critical reading. Twenty-nine items are presented in a multiple-choice format; four items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9-year olds, 13-year olds, 17-year olds, or adults--26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH)

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READING RESOURCE ITEMS FOR MINIMAL COMPETENCY TESTING

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National Center for Education Statistics

NAEP

READING RESOURCE ITEMS

FOR

MINIMAL COMPETENCY TESTING

A collection of reading items for state and local education agencies to draw upon in custom-building their own minimal competency instruments

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

December 1977

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

READING RESOURCE ITEMS
FOR
MINIMAL COMPETENCY TESTING

I. The Demand for Minimal Competency Testing Materials

Mandates for minimal competency testing are stemming from state legislatures, state and local boards of education and concerned parents and taxpayers. Month-by-month the demand for suitable testing materials in the basic skills area continues to grow. Some states and districts are looking for instruments that can be used for grade-to-grade promotion while others are primarily interested in competency testing for high school graduation. As a result, National Assessment receives requests daily for information concerning minimal competency programs and related test instruments.

National Assessment has prepared the attached set of reading items in response to this growing interest for item resource pools that can be used by state and local education agencies to custom-build their own instruments. This is not an all-inclusive resource pool of minimal competency reading items; we do hope, however, that you will find the items useful as you develop your own, more complete, instrument.

II. The Relationship of National Assessment to Minimal Competency Testing

National Assessment is not designed to measure minimal competency skills. National Assessment's primary goal is to measure the changes that occur in educational achievement over time. Ten learning areas are periodically assessed and the survey findings are reported to educators and the general public. The items used by National Assessment are intentionally developed to measure a broad range of educational attainments. Some items are very difficult and relatively small numbers of students tested are expected to respond correctly. Other items are fairly basic and in these cases, many of the students are able to respond correctly. While most of the assessment items are presented in a multiple-choice format, some are open-ended and require hand scoring and some items even call for individual administration or taping of student responses. Four age groups are assessed: 9-year-olds, 13-year-olds, 17-year-olds and adults (26-35). Certain items are administered to only one age-group while others are given to two or more of the age-groups so that data comparisons can be made.

With this background information in mind, it becomes clearly evident that National Assessment was not designed specifically for minimal competency testing. It is extremely important to keep reminding yourself and others of this fact as you begin your review of the reading items.

III. The Selection of the NAEP Minimal Competency Resource Reading Set

In response to the demand for minimal competency materials, National Assessment asked eight state and local representatives to look at its released item pool of 115 items to see if there might be some items that could be considered appropriate for testing high school students. Each reading item was reviewed in terms of its appropriateness to be used as a resource by states/districts in developing minimal competency tests for high school graduation. We were not asking for a definitive statement describing minimal competencies or attempting to set standards or passing scores or expecting to develop a complete reading minimal competency test. These outcomes were not considered essential to the task at hand. Simply stated, we were interested only in identifying items that might be appropriate for others to consider when developing their own instruments for testing high school students.

The appropriateness of each item was rated by the reviewers as either "Yes-Maybe-No." Many items received unanimous ratings as being appropriate. Needless to say, others received unanimous ratings as being inappropriate. This was expected, since the NAEP items were originally developed to measure a broader range of knowledges, skills and abilities than implied by minimal competency testing. Also, as expected, some items received both "Yes" and "No" ratings and several solicited "Maybe" ratings.

This overview of the review and rating process helps to point out the diversity that does exist in defining minimal competency testing. To some, the primary emphasis is on academic skills while for others the major emphasis is application skills. Yet another dimension goes beyond the 3-R's and includes basic life or survival skills in such areas as health, interpersonal relations, communications, the arts, etc. The review process was most educational and enlightening. Many of you have undoubtedly already experienced similar situations or if not, will most likely experience them in the near future.

IV. The Content of the NAEP Minimal Competency Resource Reading Set

The attached set contains 33 items that received a "Yes" rating from half or more of the reviewers (about 30% of the total 115 reading items reviewed). The arrangement of the set of items, type of items, NAEP results, etc. is described below:

A. Arrangement of the Items

The items are sequenced according to reading content areas. These content areas are quite broad in scope and it is likely that a particular item or item part could be classified under more than one content area. You may want to consider this as you begin to build your testing instrument. The number of items for each content area is shown in the table on the next page.

CONTENT AREA	Number of Items	Item Numbers
A. Graphic Materials	9	MC A01 thru A09
B. Following Written Directions	4	MC B01 thru B04
C. Reference Materials	7	MC C01 thru C07
D. Gleaning Significant Facts From Passages	6	MC D01 thru D06
E. Main Ideas and Organization	2	MC E01 thru E02
F. Drawing Inferences	3	MC F01 thru F03
G. Critical Reading	2	MC G01 thru G02

B. Type of Items

Most of the items are presented in a multiple-choice format. The correct response is indicated by the darkened oval. Only four items are open-ended and require hand scoring. The correct response has been written on the answer lines.

C. National Assessment Results

The age group(s) assessed by National Assessment and the percent of students in the nation who responded correctly is indicated on each item. This information may be of interest as you review the appropriateness of the items for use in your minimal competency testing program.

There are a few multi-part items that were assessed by NAEP as separate items. For example, item MC-A07 on pages 8 and 9, has parts A, B and C. Part A appeared in the NAEP assessment as a separate item and was administered to 13-year-olds, 17-year olds and adults. Part B was also a separate item and was administered to 17-year-olds only. Part C was a separate item and was administered to 13-year-olds, 17-year-olds and adults. Since all three items used the same stimulus materials, they were combined to form Parts A, B and C. Other items that were combined in this set are MC-A08, B02, D02, D06, E02 and F02. As you review these items you will notice that each part was not necessarily administered by NAEP to the same age groups.

NOTE: National Assessment results are reported on an item-by-item basis. Since all items are not given to the same group of students, National Assessment is not able to report an overall test score, i.e., the percent of 17-year-olds who responded correctly to all items or the percent who responded correctly to, say, 60% or 90% of the items.

V. Your Comments

We would be very interested in receiving your comments on the appropriateness of the reading items for your minimal competency testing program. Do the open-ended items present a scoring problem? Are there important reading content areas not covered by the items? Is your program geared toward academic skills or application skills or both? How many of the items will you be able to use?

Please send your comments to: National Assessment of Educational Progress
Department of Field Services
1860 Lincoln Street, Suite 700
Denver, Colorado 80295

MC
A01 Which sign shows where walking is permitted?

I don't know.

AGE	%
17	98
Adult	96

MC
A02 **Fill in the oval beside the sign that a boy might look for if he needed to take a bus home.**

-

-

-

-

- I don't know.

AGE	%
9	77
17	99

MC
A03 Which sign shows where you should ride your bicycle?

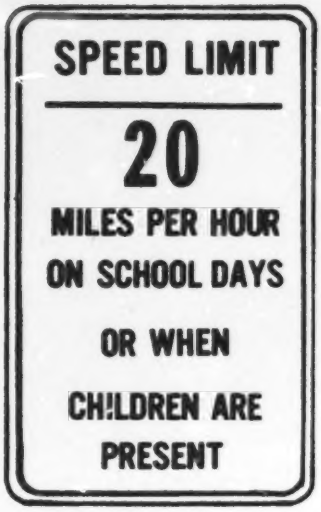
I don't know.

AGE	%
9	69
13	89
17	98

MC
A04 Some road signs tell people who are driving cars what to do.

Other signs tell people who are walking what to do.

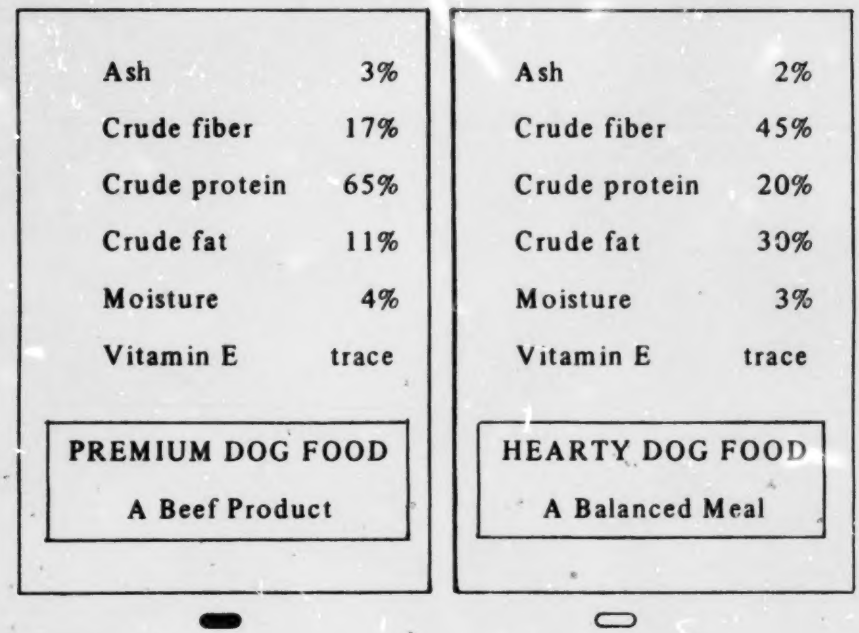
If you are walking, which sign tells you what to do? Fill in the oval beside the correct sign.



I don't know.

AGE	%
9	87
13	97
17	98

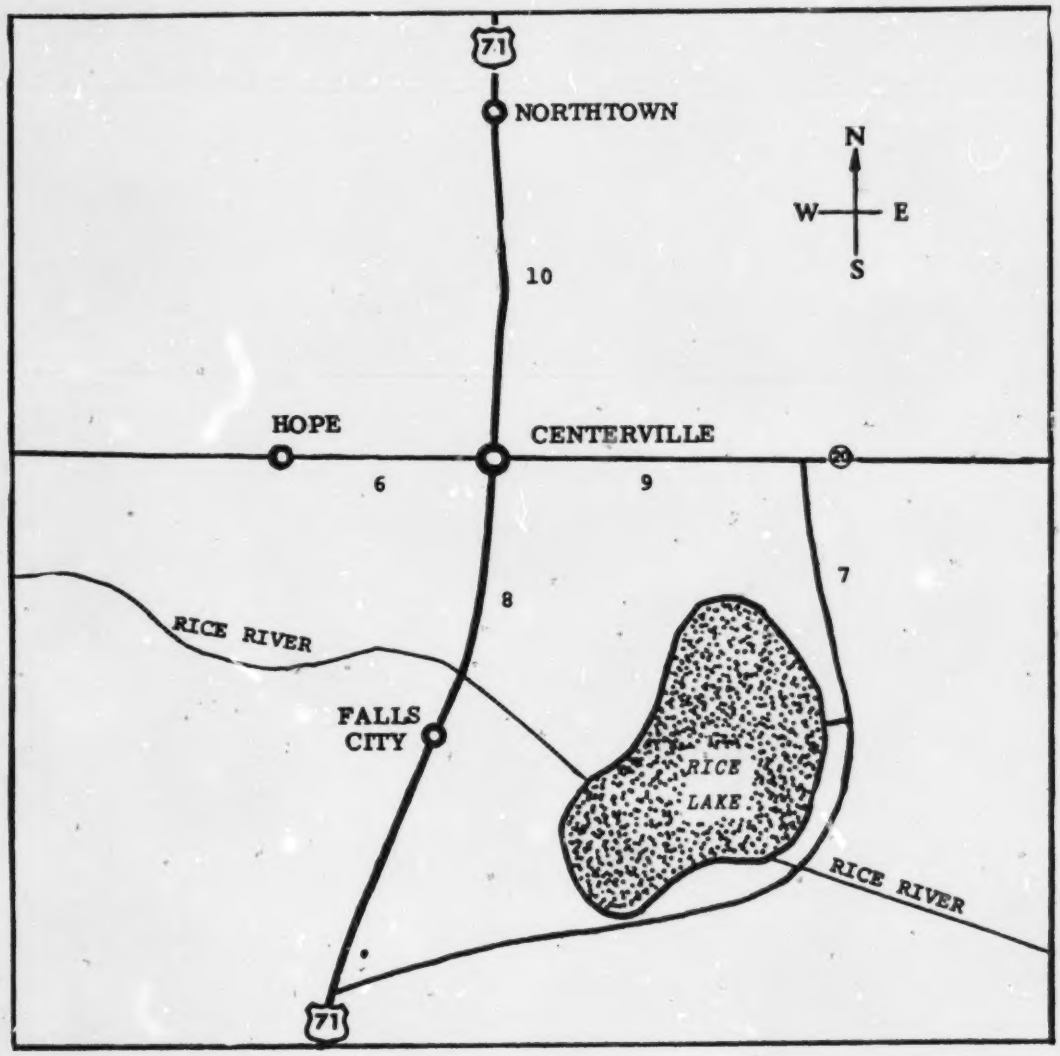
MC
A05 **Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the oval below the dog food that contains more protein.**



⬭ I don't know.

AGE	%
9	67
13	81
17	92

MC
A06 Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."



(MC-A06 continued)

A. By car Northtown is closer to Rice Lake than to Hope.

- ○ True
- ● False
- ○ I don't know.

AGE	%
9	79
13	85
17	95

B. You can drive all the way from Northtown to Falls City on Highway 71.

- ● True
- ○ False
- ○ I don't know.

AGE	%
9	82
13	95
17	99

C. Hope is the town closest to Centerville.

- ● True
- ○ False
- ○ I don't know.

AGE	%
9	85
13	96
17	98

D. Centerville is farther west than Hope.

- ○ True
- ● False
- ○ I don't know.

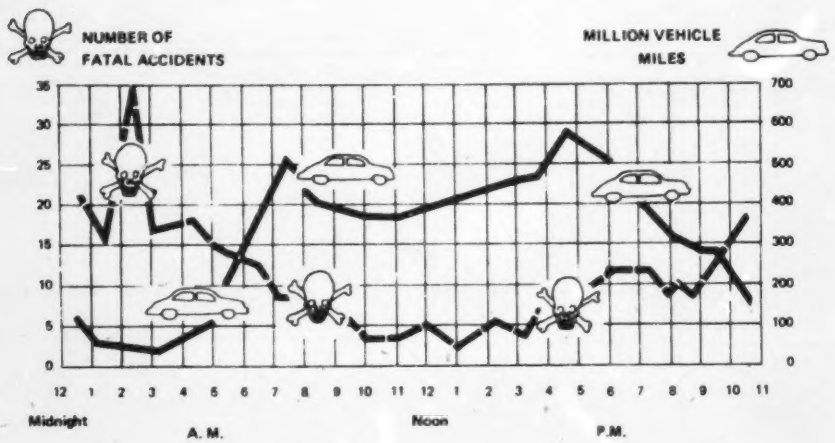
AGE	%
9	72
13	84
17	94

E. Highway 20 runs on the south side of Rice River.

- ○ True
- ● False
- ○ I don't know.

AGE	%
9	52
13	71
17	86

MC
A07 This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day. Look at the chart, then answer the questions that follow.



A. Most fatal accidents occurred between

- ⬭ 1 a.m. and 2 a.m.
- ⬬ 2 a.m. and 3 a.m.
- ⬭ 4 a.m. and 5 a.m.
- ⬭ 6 a.m. and 7 a.m.
- ⬭ 7 a.m. and 8 a.m.

- ⬭ I don't know.

AGE	%
13	54
17	74
Adult	74

(MC-A07 continued)

B. Given the information that California bars close at 2 a.m., what may one conclude from the graph?

- ⬭ Many drivers who drink are on the road from 2 to 3 a.m.
- ⬭ Drivers who drink cause many auto deaths between 2 and 3 a.m.
- ⬭ There is little relation between drinking and traffic deaths.
- ⬭ There is a sharp increase of traffic on the road just after 2 a.m.
- ⬬ While drunk driving may be related to auto deaths, the information given is inconclusive.
- ⬭ I don't know.

AGE	%
17	28

C. All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

- ⬭ Fewer fatal accidents occur during the day than at night.
- ⬭ Driving at a time when most people would be sleepy is dangerous.
- ⬬ Eating a good lunch tends to keep drivers alert to driving hazards.
- ⬭ Traffic becomes heavier at the end of the working day than at the beginning.
- ⬭ Just because there are few vehicles on the road is no reason to relax one's safety precautions.
- ⬭ I don't know.

AGE	%
13	17
17	36
Adult	43

MC

A08 Look at the report card shown below and answer the questions that follow.

JONES, RICHARD — STUDENT NAME
1009028423 — STUDENT NUMBER
10 — GRADE
0015 — HOME ROOM

REPORT CARD

WILLARD HIGH — SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

PERIOD	COURSE TITLE	1st PERIOD MARK	1st PERIOD CITIZENSHIP COMMENTS	1st PERIOD DAYS ABSENT	2nd PERIOD MARK	2nd PERIOD CITIZENSHIP COMMENTS	2nd PERIOD DAYS ABSENT	3rd PERIOD MARK	3rd PERIOD CITIZENSHIP COMMENTS	3rd PERIOD DAYS ABSENT	SEMESTER MARKS	SEMESTER CREDITS EARNED	COURSE NUMBER	TEACHER
01	SPAN 5B/6B	A											G1560	ZUCKER
02	LIFE SCI	B	2										Q1480	MARCOTT
03	INT ENG 3 4	B-											E0150	B. SMITH
04	BOYS PE 10	C											P7030	CARR
05	SE/CUR EVENTS	C											S1150	RABINOVITZ
06	ALG 1B 2B	C	5										M1250	ROHRS

JONES, RICHARD — STUDENT NAME
1009028423 — STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS

A	OUTSTANDING
B	GOOD
C	SATISFACTORY
D	MINIMUM ACHIEVEMENT
F	FAILING
I	INCOMPLETE
NM	NO MARK
CR	CREDIT
WP	WITHDRAW PASSING
WF	WITHDRAW FAILING
P	PASSING

CITIZENSHIP COMMENTS CODE

0	STUDENT DOING EXCELLENT WORK
1	STUDENT IS PROGRESSING SATISFACTORILY
2	STUDENT IS IMPROVING IN THIS COURSE
3	STUDENT ACHIEVING BELOW APPARENT ABILITY
4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
7	STUDY HABITS NEED IMPROVING
8	BEHAVIOR NEEDS IMPROVING
9	PLEASE CONTACT TEACHER THROUGH COUNSELOR

A. What period of time do these grades cover?

- ● The first reporting period
- ○ The second reporting period
- ○ The entire semester
- ○ The entire year
- ○ I don't know.

AGE	%
13	82
17	92

(MC-A08 continued)

B. In which subject area did the student do BEST?

- ⬭ English
- ⬬ Foreign language
- ⬭ Mathematics
- ⬭ Science

AGE	%
13	80
17	95

- ⬭ I don't know.

C. This student is improving his work in which subject area?

- ⬭ English
- ⬭ Foreign language
- ⬭ Mathematics
- ⬬ Science

AGE	%
13	53
17	68
Adult	76

- ⬭ I don't know.

D. In which class does this student appear to have a problem?

- ⬬ Algebra
- ⬭ English
- ⬭ Physical Education
- ⬭ Science

AGE	%
13	83
17	91

- ⬭ I don't know.

MC
A09 Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.

4	The insurance afforded is only with respect to such of the following coverages as are indicated by specific premium charge or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of this policy having reference thereto.								
	A. BODILY INJURY LIABILITY		B. PROPERTY DAMAGE LIABILITY	C. MEDICAL PAYMENTS	D. (1) COMPREHENSIVE EXCLUDING COLLISION (2) PERSONAL EFFECTS	E. COLLISION	J. UNINSURED MOTORISTS		COVERAGES
	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH OCCURRENCE	EACH PERSON	(1) ACTUAL CASH VALUE (2) $100	ACTUAL CASH VALUE LESS	THOUSAND EACH PERSON	THOUSAND EACH ACCIDENT	LIMITS OF LIABILITY
	$25	$50	$10	$1000		$100 DEDUCTIBLE	$10	$20	TOTAL PREMIUM
	$37.80		$25.00	$9.00	$20.50	$45.10	$6.00		$143.40

A. What is the maximum amount for which this policy covers medical bills?

- ▬ $ 1,000
- ⬭ $ 5,000
- ⬭ $10,000
- ⬭ $25,000

- ⬭ I don't know.

AGE	%
13	84
17	94
Adult	90

(MC-A09 continued)

B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

- ⬭ $ 25
- ⬭ $ 1,000
- ⬭ $ 5,000
- ⬬ $25,000

- ⬭ I don't know.

AGE	%
13	8
17	18
Adult	43

MC
B01 Read the directions from a can of insecticide spray and answer the questions which follow them.

> ABC Bug Spray
>
> Kills -- Spiders, roaches, ants and most other crawling insects.
>
> Directions: Spray surface over which insects may crawl: doorways, window ledges, cracks, etc. Hold can approximately 10 inches from surface. Do not use near uncovered foods or small children. Toxic.

A. Which of the following will probably NOT be killed by the spray?

- ⬭ Ants
- ⬭ Caterpillars
- ⬬ Flies
- ⬭ Roaches
- ⬭ Spiders
- ⬭ I don't know.

AGE	%
13	74
17	84

B. How far from surface to be sprayed should you hold the can?

- ⬭ 2 inches
- ⬭ 6 inches
- ⬬ 10 inches
- ⬭ 1 foot
- ⬭ 2 feet
- ⬭ I don't know.

AGE	%
13	92
17	99

MC
B02 Here is a recipe for making muffins. Read the recipe and answer the questions which follow it.

ENGLISH MUFFINS

1 package active dry yeast
1/2 cup warm water
1 1/2 cups milk, scalded
2 tablespoons sugar
2 teaspoons salt
1/4 cup shortening
5 3/4 to 6 cups sifted all-purpose flour

Soften yeast in water. Combine next 4 ingredients; cool to lukewarm. Stir in 2 cups flour; beat well. Add yeast; mix. Add enough of remaining flour to make a moderately stiff dough. Turn out on a lightly floured surface; knead till smooth (8 to 10 minutes). Place in lightly greased bowl, turning dough once. Cover; let rise till double (1 1/4 hours).

Punch down; cover and let rest 10 minutes. Roll to slightly less than 1/2 inch thick on lightly floured surface. Cut with a 3-inch round cutter. (Reroll edges.) Cover and let rise till very light (1 1/4 hours). Bake on top of range on medium hot greased griddle, turn frequently till done, about 30 minutes. Cool thoroughly. Split with a fork, toast on both sides. Serve at once. Makes 2 dozen.

A. After softening the yeast in the water, what 4 ingredients are combined next?

AGE	%
13	22
17	38

- ● Scalded milk, sugar, salt, shortening
- ○ Yeast, warm water, scalded milk, sugar
- ○ 2 cups flour, scalded milk, sugar, salt
- ○ 2 cups flour, warm water, scalded milk, sugar
- ○ None of the above.

- ○ I don't know.

(MC-B02 continued)

B. How are these English muffins cooked?

- ⬭ They are fried in butter.
- ⬭ They are baked in the oven.
- ⬬ They are baked on a griddle.
- ⬭ They are deep-fried in hot fat.
- ⬭ I don't know.

AGE	%
13	66
17	75

C. How long does it take to bake English muffins on top of range?

- ⬭ 8 - 10 minutes
- ⬭ Exactly 10 minutes
- ⬬ About 30 minutes
- ⬭ 1 1/4 hours
- ⬭ More than 3 hours
- ⬭ I don't know.

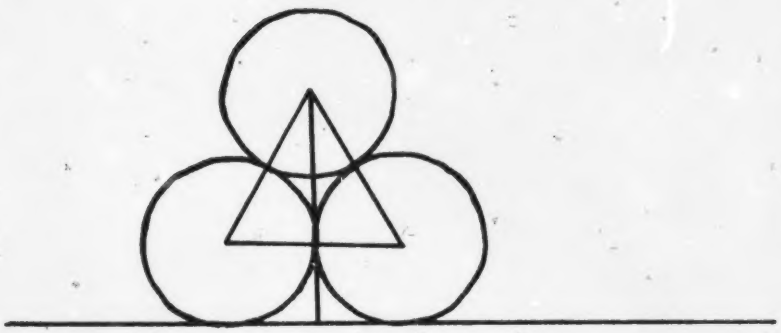
AGE	%
9	36
13	66
17	64
Adult	86

MC

B03 Read the following paragraph and do what it tells you to do.

Draw a horizontal line near the bottom of the page. Draw two circles approximately one-inch in size above the line which just touch each other and the line. Draw another circle of the same size above the first two which just touches both. Now connect the centers of the three circles with straight lines. Draw a vertical line from the top of the triangle in the picture to the line you drew first.

AGE	%
13	33
17	63
Adult	61



WIN-EM-ALL

A card game for the whole family - any number may play.

Each player draws a card from the deck. The player with the highest card becomes the dealer. Deal the cards, one at a time, to all players until all of the cards have been dealt. Each player places his cards face down in a stack in front of him.

To begin the game, the player to the left of the dealer places the top card from his stack face up in the center of the table. Other players follow in turn. The winner of the trick is the player who has placed the highest card in the center. If there is more than one high card in the same trick (for example, two kings), then no one wins this trick. It remains in the center and the winner of the next round wins these cards also. Winning tricks are placed face down at the bottom of the winner's stack of cards. The winner of the trick then plays the first card for the next round face up in the center.

When a player has used up all his cards he drops out of the game.

The point of the game is for a single player to collect all of the cards. The winner becomes the dealer for the next game.

MC
B04 Read the questions carefully and use the rules above to find the correct answers.

	AGE	%
A. How many people may play the game?		
any number	13	77
	17	93
B. Is this a game for adults as well as for children?		
yes	13	91
	17	94
C. How is the first dealer chosen?		
each player draws a card from the deck; player with highest card becomes dealer.	13	88
	17	93

(MC-B04 continued)

	AGE	%
D. Who plays first?		
player to the left of the dealer	13	60
	17	68
E. What happens to a trick if there is a tie for high card?		
remains in center; winner of next	13	62
round wins these also.	17	87
F. What do you do if you have no more cards in your stack?		
drop out of the game	13	82
	17	85
G. How is the winner of the game determined?		
the person collecting all of the cards	13	45
	17	73

MC
C01 You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

- ⬭ Jackson and Jacobs
- ⬭ Jacobs and James
- ⬭ James and Johnson
- ⬬ Johnson and Judson
- ⬭ Judson and Justus

- ⬭ I don't know.

AGE	%
9	63
13	86
17	90

MC
C02 What is the BEST way to find out if there is something about Eskimos in a book?

- ● Look in the index.
- ○ Look in the glossary.
- ○ Look at the title page.
- ○ Look through all the pages.
- ○ Skim through the introduction.

- ○ I don't know.

AGE	%
9	48
13	68

MC
C03 Read the question and fill in the oval beside the correct answer.

If you had to tell your class about windmills, which of these would be the BEST book to use?

- ⬭ An atlas
- ⬭ A dictionary
- ⬬ An encyclopedia
- ⬭ The Yellow Pages in the telephone book

- ⬭ I don't know.

AGE	%
9	57
13	90

MC
C04 **Read the table of contents from a weekly news magazine and answer the questions which follow it.**

Art	54	People	37
Books	82	National	11
Business	71	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Television	45
Medicine	59	Theater	64
Music	46	World	24

A. **Under what heading would you look to locate the reviews of a current movie?**

- ● Cinema
- ○ Business
- ○ Theater
- ○ Television
- ○ I don't know.

AGE	%
13	26
17	63

(MC-C04 continued)

B. On which page would you find science news?

- ⬭ 37
- ⬬ 51
- ⬭ 64
- ⬭ 81

- ⬭ I don't know.

AGE	%
13	95
17	96

C. Which article would you be MOST likely to find in this magazine?

- ⬭ "The Life of Lou Gehrig"
- ⬭ "How to Become a Golf Expert"
- ⬭ "A History of Baseball in America"
- ⬬ "Outstanding Sports Events of the Week"

- ⬭ I don't know.

AGE	%
13	60
17	66

MC
C05 Here is part of an index page from a science book.

On which pages would you find information about earthworms?

water, 52, 60-65, 140-152

weather, 60, 70-75

weeds, 15-20

wheat, 32-36

wind, 66-75

wire, 200-210, 212, 214

wool, 6-10

wolves, 3, 5, 10

worms, 195-196

- ⬭ 5, 10
- ⬭ 16, 17
- ⬭ 34, 35
- ⬬ 195, 196
- ⬭ 207, 208

- ⬭ I don't know.

AGE	%
17	98

MC
C06 **Here is part of a television viewing guide you might find in a newspaper.**

Read it and then answer the questions which follow it.

3:00 p.m. [7] Movie - Mystery
"Super Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trail of a deadly escaped convict. Sue Jones, Mort Roberts (90 min.)

A. **Which word BEST describ the kind of television show this one is?**

- ○ Comedy
- ● Mystery
- ○ Variety
- ○ Western

- ○ I don't know.

AGE	%
17	92

B. **What time of day is this program presented?**

- ● Afternoon
- ○ Evening
- ○ Midnight
- ○ Morning

- ○ I don't know.

AGE	%
17	87

C. **What will Bob Johnston play in the movie?**

- ○ The sidekick
- ○ The escaped convict
- ● The master detective
- ○ None of the above

- ○ I don't know.

AGE	%
17	85

MC
C07 Here is part of a TV guide you might find in a newspaper. After reading it, answer the questions which follow it.

2:00 p.m. [2] **Super Mutt - Cartoons**

[4] Baseball [Color] Teams to be announced.
(Runs to 4:00, followed by Baseball Scoreboard.)

[6] Top Cat - Cartoons

[7] Movie - Mystery
"Master Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trail of a deadly escaped convict. Sue Jones, Mort Roberts (90 min.)

2:30 p.m. [2] Children's Variety [Repeat]
Today the show goes to Detroit to watch cars being assembled. (60 min.)

[6] Visit the Zoo [Special]
Famous San Diego Zoo is toured.

3:00 p.m. [6] Music Beat.
Jay Nickels hosts an hour of popular music of local groups.

A. Which program is being run for at least a second time?

Children's Variety

AGE	%
9	37
13	68
17	85
Adult	84

B. If you watched the entire movie, could you also see the entire program about the San Diego Zoo?

AGE	%
9	48
13	72
17	86
Adult	88

⬭ Yes

⬬ No

⬭ I don't know.

(MC-C07 continued)

C. Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

baseball game runs until 4:00pm; other program has not ended yet; earlier show still being shown

AGE	%
9	44
13	69
17	85
Adult	89

D. At what time are the cartoons shown?

2:00 pm

AGE	%
9	73
13	84
17	92
Adult	94

E. How long is the program on Channel 6 at 3:00 p.m.?

- ⬭ 30 minutes
- ⬬ 60 minutes
- ⬭ 90 minutes
- ⬭ 120 minutes
- ⬭ I don't know.

AGE	%
9	59
13	61
17	70
Adult	80

MC
D01 **Read the passage and answer the questions that follow.**

POISON IVY

The interval for burning, itching, and finally water-filled blisters to appear varies a great deal. This, again, may depend on some differences in human skin; and the symptoms of dermatitis can develop within a few hours or even days later. The most important factor in using any remedy or treatment is TIME. Unless you can wash the poisonous sap away within 5 to 10 minutes after exposure, you are likely to be in trouble. Wash the entire body at once with any bland soap and then change clothing which must be laundered before being worn again. It is, of course, very obvious that washing is not always possible immediately after known contact with such irritating plants, and a tub or shower after outdoor activity is generally too late to avoid dermatitis if you have been exposed to or in contact with poison ivy. The blister fluid associated with ivy poisoning does not spread the irritation; but it is the oily, poisonous resin which is transferred to other skin areas by rubbing or scratching.

There are some simple preparations for treatment of ivy poisoning. An easily prepared "remedy" can be made by using equal parts of baking soda and cornstarch with enough water to form a paste or a lotion. Wet packs of boric acid are helpful in case of severely poisoned eyelids and swollen eyes. Calamine lotion can be used to sooth the discomfort of itching, burning skin. Preparations containing iron salts are likely to cause permanent tattoo effects, especially if skin in the area of application is broken.

A. Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?

- ⬭ Cut down the ivy plant.
- ⬭ Do not scratch the affected areas.
- ⬭ Put calamine lotion on the affected areas.
- ⬭ Put iron salt solution on the exposed areas.
- ⬬ Wash all exposed areas within about five minutes of exposure.
- ⬭ I don't know.

AGE	%
9	41
13	77
17	85
Adult	88

37

(MC-D01 continued)

B. Which of the following will soothe the itching from ivy poisoning?

AGE	%
9	33
13	79
17	85
Adult	92

- ⬭ Cut down the ivy plant.
- ⬭ Do not scratch the affected areas.
- ⬬ Put calamine lotion on the affected areas.
- ⬭ Put iron salt solution on the exposed areas.
- ⬭ Wash all exposed areas within about five minutes of exposure.
- ⬭ I don't know.

C. What should you do if the ivy poisoning affects your eyelids?

AGE	%
9	21
13	65
17	77
Adult	86

- ⬭ Apply calamine lotion.
- ⬭ Apply iron salt solution.
- ⬭ Apply mild soap solution.
- ⬬ Apply wet packs of boric acid solution.
- ⬭ Apply a paste of baking soda and cornstarch.
- ⬭ I don't know.

MC
D02 **Read the passage and answer the questions which follow.**

A sports car differs from an ordinary passenger car in that its size and number of accessories are limited. The sports car also differs from the ordinary passenger car in performance. It can attain higher speeds because it is built smaller and lower. For these reasons it can also turn corners faster and more smoothly than a passenger car. Also a sports car generally gets better gas mileage than an ordinary passenger car.

A. **What does the writer tell you about sports cars?**

- ⬭ Prices
- ⬭ Colors and styles
- ⬭ Places to buy them
- ⬭ Number of people they hold
- ⬬ How sports cars differ from passenger cars

- ⬭ I don't know.

AGE	%
9	84
17	99
Adult	97

B. **Which of these is the reason that a sports car can turn a corner more easily than passenger cars?**

- ⬭ Compact size and disk brakes
- ⬭ Coil suspension and power steering
- ⬬ Small size and low center of gravity
- ⬭ Great length and minimum of accessories
- ⬭ Road-gripping lines and heavy shock absorbers

- ⬭ I don't know.

AGE	%
9	42
13	69
17	89
Adult	92

MC
D03 **Read the passage and answer the questions which follow it.**

It should come as no surprise to learn that 9 out of 10 Americans are in debt. In fact, 5 out of 10 are heavily in debt. How heavily, is borne out by government statistics which show that income has increased 50% – while debts have increased 110%!

Putting statistics into their proper perspective: paying off the car, the home, the groceries, the doctors and even children's education is now a way of life for over a hundred million Americans. Very few of us could get by if we had to pay cash when we buy. Keeping up with the Joneses is made easier for us by easy payment plans, easy-to-acquire charge cards, easy-to-borrow bank loans.

A. According to the article, how many Americans are in debt?

- ⬭ 50%
- ⬭ 2 out of 3
- ⬭ 4 out of 5
- ⬬ 9 out of 10
- ⬭ I don't know.

AGE	%
13	90
17	95
Adult	92

B. According to government statistics, how much has income increased?

- ⬭ 5%
- ⬭ 10%
- ⬬ 50%
- ⬭ 75%
- ⬭ 110%
- ⬭ I don't know.

AGE	%
13	76
17	90
Adult	89

MC
D04 Read the passage and complete the sentences which follow it.

> NOTICE
>
> This film will be replaced with an equivalent amount of unexposed Filmo film if found defective in manufacture, labeling, or packaging, or if damaged or lost by us or any subsidiary company even though by negligence or other fault. Except for such replacement, this film is sold and will be accepted for processing or any other purpose without warranty or liability. Since color dyes may change in time, this film will not be replaced for, or otherwise warranted against, any change of color.

A. If the film is damaged by a subsidiary company by negligence,

AGE	%
17	86

- (●) the film will be replaced.
- ( ) the film will not be replaced.
- ( ) I don't know.

B. The film will not be replaced for any change in color because

AGE	%
17	91

- ( ) color dyes never change.
- (●) color dyes change in time.
- ( ) the film is not color film.
- ( ) the company does not do the coloring itself.
- ( ) I don't know.

MC
D05 **Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.**

A FOREST'S FUTURE IS IN YOUR HANDS

Every tree, every shrub, and all our wildlife depend on you to help prevent forest fires. So please follow Smokey's ABC's: Always hold matches till cold. Be sure to drown all campfires, stir the ashes, and drown them again. Crush all smokes dead out.

Please! Only you can prevent forest fires

(MC-D05 continued)

A. The name of the bear pictured in the advertisement is

- ⬭ Bruno.
- ⬭ Forest.
- ⬭ Public Service.
- ⬬ Smokey.
- ⬭ I don't know.

AGE	%
13	95
17	98
Adult	96

B. The purpose of this advertisement is to get you to

- ⬭ enjoy camping.
- ⬭ enjoy the wildlife.
- ⬬ protect the forests.
- ⬭ plant trees properly.
- ⬭ I don't know.

AGE	%
13	94
17	98
Adult	96

C. The advertisement tells you to

- ⬭ stop smoking.
- ⬭ enjoy the forest.
- ⬬ drown all camp fires.
- ⬭ plant trees and shrubs.
- ⬭ I don't know.

AGE	%
13	86
17	95
Adult	90

MC
D06 Read the passage and answer the questions which follow it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her fingertips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabet and could read and write. She began speech lessons in 1890 with Sarah Fuller. Helen entered Radcliffe College in 1900 and was elected vice-president of her freshman class. She completed her studies and was graduated with honors in 1904. After graduation, Helen began to study the problems of the blind. She toured the United States, Europe, and Asia, giving lectures on behalf of the handicapped. She also wrote many books and articles, including an autobiography of her early years.

A. When did Helen Keller lose her sight and hearing?

- ⬭ 1880
- ⬬ 1882
- ⬭ 1886
- ⬭ 1890
- ⬭ 1900

- ⬭ I don't know.

AGE	%
9	40
13	84

B. Miss Sullivan's method of teaching chiefly made use of what?

- ⬭ Writing
- ⬭ Gestures
- ⬭ Pictures
- ⬭ Sound waves
- ⬬ Sense of touch

- ⬭ I don't know.

AGE	%
9	54
17	88

(MC-D06 continued)

C. **When did Helen Keller study the problems of the blind?**

AGE	%
9	55
13	83
17	83

- ⬭ **As a major subject in college**
- ⬭ **Before deciding to go to college**
- ⬬ **After she graduated from Radcliffe**
- ⬭ **During the time she was taught by Miss Sullivan**

- ⬭ **I don't know.**

D. According to the passage, what was the extent of Miss Keller's lecture tours?

AGE	%
13	72
17	78

- ⬭ Only in the United States
- ⬭ Only in two countries
- ⬭ Only on two continents
- ⬬ Only on three continents

- ⬭ I don't know.

MC
E01 Number the events in the order in which they would happen at a baseball game.

Place a 1 in the box beside the event that would happen first. Place a 2 in the box beside the event that would happen next. Continue to number the events in the order in which they would happen at a baseball game.

[5] The final score was Yankees 5, Red Sox 4.

[1] The home team was taking the field for the start of the game.

[3] The people in the stands stood for the seventh inning stretch.

[2] The crowd cheered as the third out in the fourth inning was made.

[4] The Yankee outfielder slid into home plate, tying the ballgame in the ninth inning.

( ) I don't know.

AGE	%
9	48
13	83

MC
E02 Read the passage and complete the sentences that follow it.

Scarlet fever begins with fever, chills, headache, and sore throat. A doctor diagnoses the illness as scarlet fever when a characteristic rash erupts on the skin. This rash appears on the neck and chest in three to five days after the onset of the illness and spreads rapidly over the body. Sometimes the skin on the palms of the hands and soles of the feet shreds in flakes. Scarlet fever is usually treated with penicillin and, in severe cases, a convalescent serum. The disease may be accompanied by infections of the ear and throat, inflammation of the kidneys, pneumonia, and inflammation of the heart.

A. The passage BEGINS by telling us

- ⬭ how to take care of scarlet fever.
- ⬭ how to keep from getting scarlet fever.
- ⬭ how old you have to be to get scarlet fever.
- ⬭ that other diseases may accompany scarlet fever.
- ⬬ how you look and feel when you get scarlet fever.
- ⬭ I don't know.

AGE	%
9	45
13	82
17	92

B. Immediately after the passage discusses the use of penicillin to treat scarlet fever, it tells about

- ⬭ the symptoms of scarlet fever.
- ⬭ the lasting consequences of the disease.
- ⬭ the hands and feet of people with scarlet fever.
- ⬬ the other diseases that accompany scarlet fever.
- ⬭ I don't know.

AGE	%
13	43
17	63

MC
F01 **Read the passage and complete the sentence which follows it.**

Between April and October the Persian Gulf is dotted with the small boats of pearl divers. Some seventy-five thousand of them are busy diving down and bringing up pearl-bearing oysters. These oysters are not the kind we eat. The edible oyster produces pearls of little or no value. You may have heard tales of diners who discovered pearls and sold them for great sums of money. These stories are entertaining but not accurate.

The Persian Gulf has many

- ⬭ large boats of pearl divers.
- ⬭ pearl divers who eat oysters.
- ⬭ edible oysters that produce pearls.
- ⬬ non-edible oysters that produce pearls.
- ⬭ edible oysters that do not produce pearls.

- ⬭ I don't know.

AGE	%
13	60
17	69
Adult	73

MC
F02 Read the passage and answer the questions which follow it.

I Skiing has recently become one of the more popular sports in the United States. Because of its popularity, thousands of winter vacationers are flying north rather than south. In many areas, reservations are required months ahead of time.

II I discovered the accommodation shortage through an unfortunate experience. On a sunny Saturday morning I set out from Denver for the beckoning slopes of Aspen, Colorado. After passing signs for other ski areas, I finally reached my destination. Naturally I lost no time in heading for the nearest tow. After a stimulating afternoon of miscalculated stem turns I was famished. Well, one thing led to another and it must have been eight o'clock before I concerned myself with a bed for my bruised and aching bones.

III It took precisely one phone call to ascertain the lack of lodgings in the Aspen area. I had but one recourse. My auto and I started the treacherous jaunt over the pass and back towards Denver. Along the way, I went begging for a bed. Finally a jolly tavernkeeper took pity and for only thirty dollars a night allowed me the privilege of staying in a musty, dirty, bathless room above his tavern.

A. The author's love for skiing is suggested in which paragraph(s)?

AGE	%
13	35
17	51

- ⬭ I
- ● II
- ⬭ III
- ⬭ I and II
- ⬭ None of the paragraphs
- ⬭ I don't know.

B. The author's problem would have been avoided if he had

AGE	%
9	32
13	77
17	91
Adult	93

- ⬭ not tired himself out skiing.
- ⬭ taken a bus instead of driving.
- ⬭ looked for food as soon as he arrived.
- ● arranged for accommodations well ahead of his trip.
- ⬭ I don't know.

MC
F03 Read the passage and answer the questions which follow it.

One spring Farmer Brown had an unusually good field of wheat. Whenever he saw any birds in this field, he got his gun and shot as many of them as he could. In the middle of the summer he found that his wheat was being ruined by insects. With no birds to feed on them, the insects had multiplied very fast. What Farmer Brown did not understand was this: A bird is not simply an animal that eats food the farmer may want for himself. Instead, it is one of many links in the complex surroundings, or environment, in which we live.

How much grain a farmer can raise on an acre of ground depends on many factors. All of these factors can be divided into two big groups. Such things as the richness of the soil, the amount of rainfall, the amount of sunlight, and the temperature belong together in one of these groups. This group may be called non-living factors. The second group may be called living factors. The living factors in any plant's environment are animals and other plants. Wheat, for example, may be damaged by wheat rust, a tiny plant that feeds on wheat; or it may be eaten by plant-eating animals such as birds or grasshoppers. . . .

It is easy to see that the relations of plants and animals to their environment are very complex, and that any change in the environment is likely to bring about a whole series of changes.

A. What does the passage suggest a good farmer should understand about nature?

AGE	%
13	49
17	72

- ⊂⊃ Insects are harmful to plants.
- ⬭ Birds are not harmful to plants.
- ⬭ Wheat may be damaged by both animals and other plants.
- ⬭ The amount of wheat he can raise depends on two factors: birds and insects.
- ⬬ A change in one factor of plants' surroundings may cause other factors to change.
- ⬭ I don't know.

(MC-F03 continued)

B. What important idea about nature does the writer want us to understand?

AGE	%
13	72
17	93

- ⬭ Farmer Brown was worried about the heavy rainfall.
- ⬭ Nobody needs to have such destructive birds around.
- ⬭ Farmer Brown didn't want the temperature to change.
- ⬭ All insects need not only wheat rust but grasshoppers.
- ⬬ All living things are dependent on other living things.

- ⬭ I don't know.

MC
G01 If you listen carefully to what a person says, you can usually tell a lot about him. Sometimes you can tell how he feels.

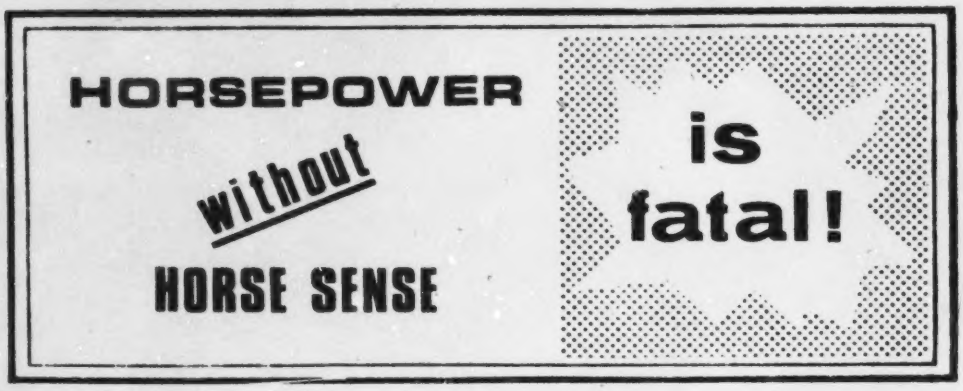
Read the passage and complete the sentence which follows it.

> "I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys and Indians. I get to pick the next show."

The person who said this

- ● likes spy stories.
- ○ doesn't like TV at all.
- ○ doesn't care what TV show is on.
- ○ likes stories about cowboys and Indians.
- ○ I don't know.

AGE	%
9	75
13	90
17	96



MC
G02 Where would you probably see this sign?

- ● On a highway
- ○ On a gymnasium floor
- ○ At a racetrack for horses
- ○ In a grocery store

- ○ I don't know.

AGE	%
9	23
13	45
17	69
Adult	88

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